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Mayor



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Director

**Baltimore City
Commission for Historical and
Architectural Preservation**

**Landmark Designation Report
November 13, 2012**



Frederick Douglass High School, No. 450

2301 Gwynns Falls Parkway
Baltimore, Maryland

This designation report is subject to additions and alterations, and welcomes contributions of Alumni and others.

Significance Summary

This property is significant for its association with two historic and groundbreaking City schools, and for its architecture. The Collegiate Gothic Revival-style school was designed by prominent Baltimore architect Joseph Evans Sperry for Western High School in 1926-1927. Western High School is the oldest existing public high school for girls in the United States, established in 1844. The building was turned over to Frederick Douglass High School in 1954, and has served Douglass since, for close to sixty years. Frederick Douglass High School was the first high school established for African Americans in Baltimore City and the state of Maryland and will be celebrating its 130th anniversary in 2013. This building has played an important role in the histories of Western and Douglass High School, and desegregation of Baltimore City Schools. The architecture of the school is also significant as an excellent example of Collegiate Gothic Revival.

Property History

The building that has served as Frederick Douglass High School for almost sixty years was constructed in 1926-1927 for the all-girls Western High School on the 32 acre Buckler-Thomsen estate in the Walbrook neighborhood of Baltimore City.¹ The school property, now 29.5 acres in size, is bound by Gwynns Falls Parkway to the north, N. Pulaski St. to the east, Windsor St. to the south, and Warwick St. to the west. Today, it is located in the Mondawmin neighborhood.

The brick Collegiate Gothic Revival building was designed by Joseph Evans Sperry.² Sperry was a prominent and prolific Baltimore architect, recognized as a Fellow of the American Institute of Architects in 1923.³ His works include St. Mark's Evangelical Lutheran Church, the Bromo-Seltzer Tower, the Mercantile Safe Deposit and Trust Company (with J.B. Noel Wyatt), and the Provident Bank Building (with York & Sawyer), all of which are Baltimore City Landmarks. During the 1920s and '30s, under the school building programs, the City hired numerous prominent architectural firms to design a multitude of new school buildings.⁴

The cornerstone of the building was laid on January 27, 1927, and the ceremony was attended by five hundred people. Placed inside the cornerstone was a history of the school, the program from the cornerstone ceremony, and copies of the *Municipal Journal* and *The Sun* describing the new school building.⁵ The school was built to accommodate 2,500 students, and cost close to \$1.5 million dollars.⁶ It had "all the features of a modern female high school" at that time, which included forty classrooms, cafeteria, auditorium, shower rooms, two dressmaking rooms, two typewriting rooms, and a model apartment.⁷ Western High School was located at this campus for almost thirty years.

The 32-acre campus, with ample lawns and sports fields surrounding the Collegiate Gothic Revival building, lent to the academic atmosphere of the school, and also offered opportunity for the school's future growth. This development of a campus was part of a larger trend in early twentieth century suburban development in Baltimore, mirrored by

the development of similar campuses on 33rd Street, at City College in 1926 and Eastern High School in 1937.

Western High School at Gwynns Falls Parkway was turned over to Frederick Douglass High School in September 1954, to alleviate the overcrowding that Douglass had been suffering from in their previous school building in Sandtown-Winchester.⁸ The building received an addition in 1955, the cornerstone of which was set into place by Mayor D'Alesandro. The physical education amenities were upgraded in 1954 with an enlargement of the playground, and in 1956 with the addition of a track field, spectator stands, and new water and drainage facilities at the Douglass campus.⁹

Thirty years later, the building received a \$10 million renovation that was completed in 1984. The renovations upgraded the facilities, technology, and grounds of the school, though some of building's original materials, such as the windows and lockers, were retained.¹⁰ Two alumni contributed to the building's transformative renovation work with their artistic skills. Nathaniel Gibbs, Class of '67, painted five murals in the building, including a large mural in the entrance of the school that depicts thousands of years of the African and African American experience. Sculptor Lawrence Hurst, Class of '68, made the bronze relief of Frederick Douglass's face which is mounted on the building's exterior beneath the school's name.¹¹

The building is not listed on the National Register of Historic Places, and consideration of listing on the National Register is recommended.

Contextual History

Western High School

Established in 1844, Western High School is the oldest existing public high school for girls in the United States.¹² It was founded with a sister school, Eastern High School, with each school serving half of the city, because it was determined that the girls were too delicate to travel across the city to a central school building.¹³ Eastern High School closed in 1986.¹⁴ Western High School was an innovative leader in education for women in Baltimore and nationally. It was academically rigorous, adapting its curriculum to meet best practices of each era and to prepare its students to meet the ever-expanding ideas about what women could achieve in their lives. Westernites were trail-blazers, with the school's history mirroring the progress of women in America during its 168-year history.¹⁵ It was originally a school for white girls, integrating in 1954. The teachers and students at Western High School were socially and politically involved, with two examples being their advocacy for equal pay for equal work (for women) in the early 20th century, and student participation in the walk-out of a business as an act of solidarity for an African American schoolmate during the Jim Crow era.¹⁶

Western High School has had seven locations throughout its existence, and the Gwynns Falls Parkway campus was its fifth location. Its fourth location, now the Booker T. Washington Jr. Middle School No. 130, is a Baltimore City Landmark.

By the 1950s, the composition of the northwestern section of the city had largely shifted from white to African American. According to Roszel Thomsen, the president of the School Board, this accounted for the loss of half of the students at Western High School, which was all-white.¹⁷ Meanwhile, Douglass High School and other African American schools in northwest Baltimore were suffering increasingly from overcrowding.¹⁸ In March 1953, the president of the School Board announced that the conditions at Douglass were so bad that “separate but equal” segregation could not be defended unless equal opportunities were given to African American students in northwest Baltimore.¹⁹ It was determined that in August 1954, Douglass High School would move into the Western High School building to relieve the over-crowding at the previous school building, and Western High School moved into the former City College building located at Howard and Center Streets downtown.²⁰

Today, Western High School continues its proud tradition as one of the city’s and the nation’s oldest and most distinguished schools at its seventh campus on Falls Road. It can count a multitude of distinguished graduates from its ranks, including the Mayor of Baltimore City, Stephanie Rawlings-Blake.

Frederick Douglass High School

Frederick Douglass High School was the first high school established for African Americans in the city of Baltimore and the State of Maryland.²¹ It was the third African American high school established in the United States.²² It grew out of a primary school for African American children established in 1867, called the Colored Grammar School. The high school curriculum was added in 1883, and the first class graduated from the Colored High School of Baltimore City in 1889, receiving their diplomas from Mayor Latrobe.²³ In 2013, the school will celebrate its 130th anniversary.

For fifty years, this was the only high school for African Americans in Baltimore City and Baltimore County.²⁴ The school has had several locations over its history, and its present home is its fifth location. It was first located at the Peale Museum on Holliday Street (which is a Baltimore City Landmark), moving in 1888 to a new building, the first public African American high school constructed in the United States.²⁵ The beautiful brick building was considered a credit to the city, and was located on Saratoga Street three doors from Charles Street.²⁶ The building housed a high school and grammar school for 1,200 African American students in the most fashionable part of town. It had double the capacity of any other school in the city.²⁷ In his speech at the school’s opening, Mayor Latrobe stated that “the colored pupils will have an incentive to strive after excellence that may be rewarded by securing for them places as teachers of their race.”²⁸ The significance of this building is evident, and made more so by the fact that during the late 19th century, African American schools were typically located in former white schools.²⁹

In 1896, the grammar and high schools separated. The high school added “Normal School” curriculum in 1900 which trained teachers, and nine years later the Normal School broke off to become its own school, which is now Coppin State University.³⁰

Fittingly, the two schools are today located across the street from one another. In 1901, having outgrown its quarters, the school moved to the former English-German School No. 1 on Pennsylvania Ave. and Dolphin Street, which was larger and in the midst of a large African American community.³¹ The same year, the school's white faculty and principal were replaced with African American faculty, and the school merged with the Colored Polytechnic Institute.³²

In 1921, African American citizens successfully petitioned for a new African American High School, and the new million dollar high school in the Sandtown-Winchester neighborhood, located at Baker, Calhoun, and Carey Streets was completed in 1925.³³ In 1923, the institution was renamed "Frederick Douglass Senior High School" after the famous abolitionist, author, lecturer, and intellectual who was born enslaved in Maryland and escaped to freedom from Baltimore.³⁴ This building was comparable to white city schools constructed during that decade, and the school was given the status of a white school with its Public School number, No. 450.³⁵ In the early 20th century, African American schools were numbered in the 100-series, and white high schools were numbered in the 400-series.³⁶

In 1935, East Baltimore's Paul Laurence Dunbar Junior High School expanded to include ninth and tenth grades, but students still graduated from Douglass.³⁷ In 1938, Dunbar became a full high school, and afterward, Douglass served African Americans from the western part of Baltimore City, as well as students from Baltimore and Howard Counties.³⁸ Douglass had a night school for many years, which offered the same high-quality education to thousands of students who had to work during the day.³⁹ Night school is still offered at Douglass today.⁴⁰

The building located on Gwynns Falls Parkway, Western High School, and Frederick Douglass High School all played an important role in the desegregation of Baltimore City schools. In June 1953, twenty-four female African American Douglass students petitioned the School Board for the right to attend Western High School, then located at the Gwynns Falls Parkway campus.⁴¹ The students were represented by the National Association for the Advancement of Colored People (NAACP). Their attorney was Douglass graduate Juanita Jackson Mitchell, civil and human rights activist, and the first African American woman to attend law school and practice law in Maryland. The Baltimore City School Board denied their request, stating that Douglass High School provided equitable opportunities for the young women.⁴² This determination was made in spite of ample evidence to the contrary, and the fact that the girls wanted a women-only education, which was not offered in any of the African American schools.⁴³ The School Board voted 6-1 to bar them from Western High School. Following this denial, the NAACP filed a federal lawsuit against the Baltimore City School Board.⁴⁴

Less than a year later, in May 1954, the U.S. Supreme Court ruled that segregation was unconstitutional in its decision on *Brown v. Board of Education*.⁴⁵ This landmark case was argued by Thurgood Marshall, Douglass High School alumnus, Class of 1925. He later became the first African American Supreme Court Justice.⁴⁶ A few months later, Maryland became the first southern state to desegregate its schools, due in large part to

the school desegregation suits filed by Juanita Jackson Mitchell and the NAACP.⁴⁷ Several female Douglass students transferred to Western High School in September 1954, taking advantage of their hard-won right to do so.⁴⁸ That same month, Douglass High School moved into the Western High School building on Gwynns Falls Parkway to alleviate its over-crowding.⁴⁹ The school has been located at this campus ever since. Mr. Andrew Copeland, Douglass Class of 1969, remembers being told that when this building was assigned to Douglass, there was sentiment among the white community that Douglass students would not maintain the beautiful grounds and building. The students had to prove that they respected and cared for the property. Douglass alumni that attended this school deeply love and care about this building.⁵⁰

Douglass's African American student population did not change after integration policies took effect. Every local school board approached desegregation differently. Baltimore City's School Board took a unique stance, voting to desegregate but allowing students to choose where they wanted to go to school. The free choice policy made integration voluntary, but uncommon. While it first resulted in minimal but peaceful desegregation, the schools eventually reseggregated.⁵¹ In the 1960s, the chair of CORE's education committee, Marcia Kallen, charged that Baltimore City's free choice policy was "planned segregation", because the composition of the schools had changed so little since school desegregation.⁵² According to Douglass Alumni, a negative outcome of desegregation was that the best African American teachers were removed from Douglass and placed in other schools. Thus, the quality of education at Douglass – and likely other African American schools – actually declined after desegregation.⁵³

Students and teachers at the school were actively involved in the other aspects of the Civil Rights movement. On July 6, 1960, Calvin Pettigrew and Jewell Chambers, a student and graduate of Douglass High School, were arrested for staging a sit-in at Hoopers Restaurant at 3100 Greenmount Ave with other students who left before the arrests were made.⁵⁴

The Douglass Legacy

Frederick Douglass High School is distinguished for being the first African American High School in Baltimore City and Maryland, and serving as one of the most illustrious institutions of higher learning in the City of Baltimore. It is also distinguished because of its push, decade after decade, to achieve the "equal" in the "separate but equal" doctrine that was in place for half of its history. A 1993 *Sun* article noted that "In a segregated city where black children read cast-off textbooks from the white schools and often lived in poverty, at a time when most jobs remained out of their parents' reach, Douglass prided itself on teaching its own to overcome."⁵⁵ In the same article, alumnus Robert Watts, who became the first African American judge on the Municipal Court, which later became the District Court, remembered that the teachers "made it very clear to us that we would have to be better as a result [of segregation], that we would have to do better than white people to become anything."⁵⁶ This statement was seconded by other Douglass Alumni.⁵⁷

Students at Douglass succeeded in spite of economic, societal, and racial inequities outside and even inside of school. Douglass provided an excellent education to its

students in spite of inequality of funding for students, teacher's pay, school supplies, a lack of school maintenance and over-crowding.⁵⁸ The injustice faced by Douglass High School was universally experienced by all African American schools and teachers in the city, and is representative of the African American educational experience nationally. Alumni state that Douglass history is American history.⁵⁹

As an institution, Douglass overcame these inequities and provided an excellent education to generations of students. Rose Jones remembers that it was called the "private public school" and that "you were just proud that you were allowed to attend."⁶⁰ The African American teachers at Douglass were highly educated, holding PhDs and Master's degrees from the best colleges and universities in the country. They were experts in their fields, and taught at Douglass because they could not teach elsewhere, both before and after desegregation. Herbert Frisby, the head of the science department, spent part of the school year researching at the North Pole, returning to school in his expedition clothes.⁶¹ A world-famous Arctic explorer, he was the second African American to reach the North Pole.⁶² Andrew Copeland, Class of 1969, remembers that his drafting teacher, a highly skilled engineer, could not get a job working for white engineering firms. So he taught the students at Douglass, and stressed to his students that they would have the opportunities that he couldn't have.⁶³ One opportunity that Douglass students had early on was the opportunity to attend college, with merit-based scholarships to fund their college education at Coppin State Teachers College, Morgan State University, and Howard University.

Douglass High School was an extended family, a tightly-knit network that took care of students. Alumni Joseph Smith states that "Douglass is our heart."⁶⁴ Everyone knew each other at Douglass, and multiple generations of families attended Douglass. Teachers and family were equally seen as authority figures, and discipline was shared. The talents of Douglass students were nurtured through the arts, music, sports, and various other extra-curricular activities. The band and choir were well-known, and alumna Joan Pratt remembers that musicians at the Peabody Institute – then segregated – came and taught Douglass students in the morning before school started.⁶⁵ The school put on musical and dramatic productions at least twice a year.⁶⁶ Douglass also had clubs that functioned like junior fraternities.⁶⁷

Douglass High School shaped alumni that have been locally, nationally, and internationally significant leaders in law, government business, entertainment, and sports. Alumni include: Thurgood Marshall, Supreme Court Justice; Clarence M. Mitchell Jr., Lillie Mae Carroll Jackson and Juanita Jackson Mitchell, Civil Rights leaders; Parren J. Mitchell and Kweisi Mfume, U.S. Congressmen; Harry Cole, State Senator and Judge for the Maryland Court of Appeals; Verda Welcome, State Senator; Harry Cole, State Senator and Judge; Milton Allen, Baltimore State's Attorney, Baltimore City Circuit Court Judge; Robert Watts, Municipal Court Judge, Baltimore City Supreme Court Judge; Solomon Baylor, Baltimore City District County and Circuit Court Judge; John Hargrove, Sr., U.S. District Court for the District of Maryland Judge; George Russell, attorney, former City Solicitor and Judge; Howard Peters "Pete" Rawlings, Maryland State Delegate; Clarence "Du" Burns, Baltimore Mayor; Agnes Welch, City

Councilwoman; Veronica Tyler, Marian Jackson Downs, Ann Wiggins Brown, and Ethel Ennis, Singers (Opera, Broadway, Jazz); Cab Calloway, Chick Webb, jazz musicians and band leaders; Avon Long, Broadway Actor and Singer; Elton Fax, Artist; Carl Murphy, publisher of the *Afro-American* newspaper.⁶⁸

In the late 20th century, a majority of urban high schools in the country struggled with issues such as inadequate funding from the state, administrative issues, students facing difficult economic and social issues, and little parental involvement. All of these issues contributed to a decline in academic performance and an increase in violence at Douglass High School, as well as many other high schools nationally.⁶⁹ An HBO documentary released in 2005 depicted Douglass as the poster child of academic failure, dubbed a “dropout factory”, which was a far cry from its powerful legacy of success. Several previous attempts to turn around the school never quite succeeded. The Frederick Douglass High School Alumni Association successfully prevented a state takeover of the school, fearing that this institution would be closed.⁷⁰

This recent decline is being proactively turned around by the institution, its administrators, teachers, students, alumni, partners, and supporters. In 2011, Dr. Antonio Hurt became the principal, and he is leading an intensive, far-reaching, and collaborative effort to bring the school back to excellence. This tremendous effort addresses social and academic issues, and offers the students opportunities in the school’s two Academies: the Academy of Innovation, and the Academy of Global Leadership and Public Policy. Both of these programs offer an early college program in collaboration with Baltimore City Community College. “Pride. Dignity. Excellence.” the motto of Douglass High School, is setting the expectation for Douglass students to once again be innovators and leaders at the local, national and global scale.⁷¹

Architectural Description

The three-story brick school building is designed in a Collegiate Gothic Revival style that was popular in the early 20th century for the construction of academic institutions at the high school and university levels. The building inspired the architecture of another city school, Eastern High School on 33rd St. which is almost a twin of this building.⁷²

The entrance of the building faces north towards Gwynns Falls Parkway. The school has an irregular H-plan, and a central tower in the middle of the H marks the main entrance to the school building. Five bays wide, the tower has three central bays with arched entranceways, recessed windows on the second and third floors, and an additional fourth story that features decorative Tudor arches in front of the pair windows, as well as a central shaped parapet. The building has a richness of architectural detail, much of it rendered with architectural terra cotta, such as belt courses, drip mold window crowns, lintels, arched entranceways, quoining, and a two-story oriel window. There is also some patterned brickwork, drawing on inspiration from the Tudor Revival style also popular at that time. The building features buttresses between the bays of windows, more for style than architectural necessity, since the building is of steel-frame construction. The school

has a multitude of windows in a variety of styles, ranging from large, ornately traceried Gothic arch windows to tall narrow windows, paired windows, and faux arched windows. The building also has seven decorative bas-relief plaques. One is located on the central tower, depicting the Battle Monument, featured on the City Seal. Three other plaques are located in the oriel window on the façade of the tower, in a running band between the first and second story windows. These intricately carved panels depict a book surrounded by grape vines and grapes, the lamp of learning surrounded by oak leaves, and a torch surrounded by bay leaves. The other three plaques are located on the east elevation, and depict stylized images of people studying the sciences, literature, and engaging in sports.

There have been some additions to the building on the east and west elevations of the building. These additions are overall architecturally sympathetic to the original architecture of the building. Alterations to the building over the years have filled in windows and doorways.

Staff Recommendations

The property meets CHAP Landmark Designation Standards:

B. A Baltimore City Landmark may be a site, structure, landscape, building (or portion thereof), place, work of art, or other object which:

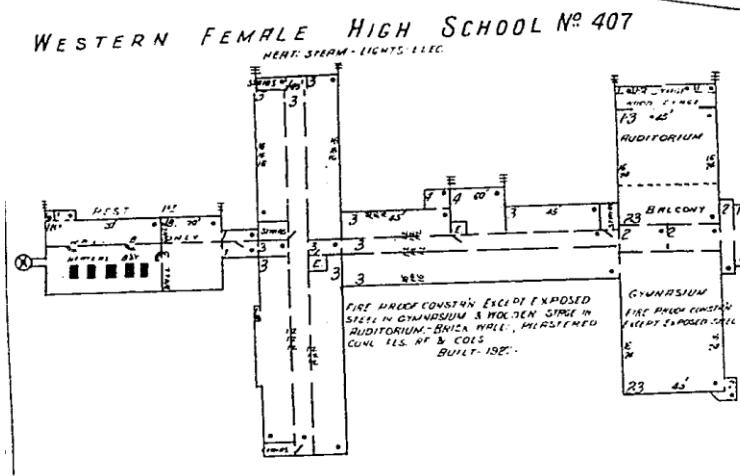
1. Is associated with events that have made a significant contribution to the broad patterns of Baltimore history;
3. Embodies the distinctive characteristics of a type, period, or method of construction, or that represents the work of a master, or that possesses high artistic values, or that represent a significant and distinguishable entity whose components may lack individual distinction.

This property is significant for its association with two historic and groundbreaking City schools, and for its architecture. The Collegiate Gothic Revival-style school was designed by prominent Baltimore architect Joseph Evans Sperry for Western High School in 1926-1927. Western High School is the oldest existing public high school for girls in the United States, established in 1844. The building was turned over to Frederick Douglass High School in 1954, and has served Douglass since, for close to sixty years. Frederick Douglass High School was the first high school established for African Americans in Baltimore City and the state of Maryland and will be celebrating its 130th anniversary in 2013. This building has played an important role in the histories of Western and Douglass High School, and desegregation of Baltimore City Schools. The architecture of the school is also significant as an excellent example of Collegiate Gothic Revival.

Locator Map

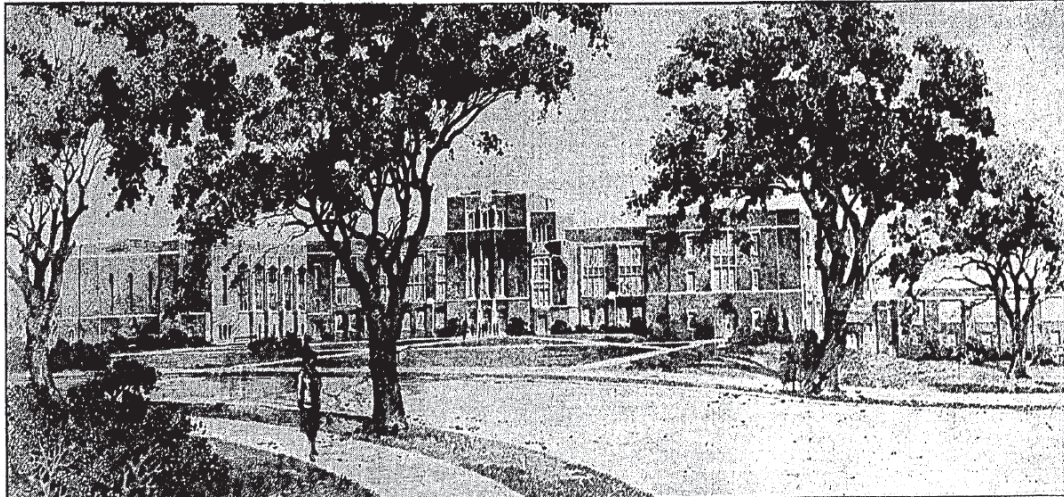


Historic Maps



1953 Sanborn Fire Insurance Map, depicting the school (Sanborn Fire Insurance Maps 1914-1953, Vol. 8, 1928, Sheet 838)

Images



1926 artist's rendering of Western High School. ("New Western High School Being Erected In Wallbrook Section At Cost Of \$1,196,000", *The Sun* (1837-1986); Oct 27, 1926; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 3



Postcard ca. 1927-1954.



"Exterior View of Western High School" 1928, BG&E Print and Negative Collection, BGE.1465N



The building today.



Large traceried Gothic windows.



Three panels depicting science, literature, and sports.



View of the eastern wing from Gwynns Falls Parkway.

¹ “500 See New W. H. S. Cornerstone Laid: Mrs. H. Lee Muse, Head Of Alumnae Society”, *The Sun* (1837-1986); Jan 27, 1927; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 5;

“Western High School Past and Present 1844-1944”, (Baltimore: Garamond Press, 1944), pg. 18

² “New Western High School Being Erected In Walbrook Section At Cost Of \$1,196,000”, *The Sun* (1837-1986); Oct 27, 1926; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 3

³ Peter E. Kurtze, “Joseph Evan Sperry” Baltimore Architecture Foundation, July 1, 2010,

<http://baltimorearchitecture.org/biographies/joseph-evans-sperry/>

⁴ “Development of Baltimore City School Architecture, 1920-1939.” *Baltimore City School Architecture Context Papers*, 23

⁵ “500 See New W. H. S. Cornerstone Laid: Mrs. H. Lee Muse, Head Of Alumnae Society”

⁶ *Ibid.*

⁷ “New Western High School Being Erected In Walbrook Section At Cost Of \$1,196,000”; “500 See New W. H. S. Cornerstone Laid: Mrs. H. Lee Muse, Head Of Alumnae Society”

⁸ “School Role Rise of 5,300 is Expected: City Officials Have No Indication On Movement” *The Sun* (1837-1986); Aug 21, 1954; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 22; “Western High May Become Coeducational Negro School”, *The Sun* (1837-1986); Mar 20, 1953; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 17

⁹ “3 More Groups Back Recreation Loan”, *The Sun* (1837-1986); Nov 2, 1954; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 18; “New School Plans Ready: Mayor To Break Ground At Site Today”, *The Sun* (1837-1986); Jun 10, 1955; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 10 ; “Low Bid On Demolition Work For State Offices Is \$47,400”, *The Sun* (1837-1986); Aug 16, 1956; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 21

¹⁰ Arthur Johnson, “Douglass Students Back Home Again” *Afro-American*, May 19, 1984, Enoch Pratt Free Library African American Room Vertical Files.

¹¹ Arthur Johnson.

¹² “Western High School Past and Present 1844-1944”, pg. 18

¹³ *Ibid.*

¹⁴ Greg Rienzi, “Eastern HS Renovations in Full Swing” *The Gazette Online: The Newspaper of The Johns Hopkins University*, Vol. 30, No. 10, November 6, 2000. Accessible at: <http://www.jhu.edu/~gazette/2000/nov0600/06swing.html>

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- ¹⁵ Traci Johnson Mathena, "Best Western" *The Sun*, Sunday Magazine, [Baltimore, Md] 30 Oct 1994: 8.
- ¹⁶ "Western High School Past and Present 1844-1944", (Baltimore: Garamond Press, 1944), pg. 36-37; Traci Johnson Mathena.
- ¹⁷ Roszel C. Thomsen, "The Western High School Problem", *The Sun* (1837-1986); Apr 20, 1953; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 12
- ¹⁸ *Ibid.*
- ¹⁹ "Western High May Become Coeducational Negro School"
- ²⁰ "School Role Rise of 5,300 is Expected: City Officials Have No Indication On Movement; "Western High May Become Coeducational Negro School"
- ²¹ Elizabeth M. Oliver "Countdown begins on Douglass Hi 100th Anniversary" *The Afro-American*, September 10, 1983, Enoch Pratt Free Library African American Room Vertical Files.
- ²² Wilma F. Bonner et al, *The Sumner Story: Capturing Our History, Preserving Our Legacy* (2010: Wilma F. Bonner, Sandra E. Freelain, Dwight D. Henderson, Johnnieque B. Love, Eugene M. Williams)
- ²³ Elizabeth M. Oliver; "Colored High School", *The Sun* (1837-1986); Jun 29, 1889; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 6; "Colored High School" *The Sun* (1837-1986); Jun 29, 1889; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 6
- ²⁴ Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America* (New York: Vintage Books, 2004), 195
- ²⁵ "Mrs. Donnell Swan Granted a Divorce", *The Sun* (1837-1986); Jul 25, 1888; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1987), pg. 4
- ²⁶ "Colored High School: The First in Baltimore The Building Formally..." Reported for the Baltimore Sun, *The Sun* (1837-1986); Oct 11, 1888; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 6
- ²⁷ "Colored High School: The First in Baltimore The Building Formally..."
- ²⁸ "Colored High School: The First in Baltimore The Building Formally..."
- ²⁹ *Baltimore City School Architecture Context Papers*, (Maryland Historical Trust, 1990), 15; "Colored High School: The First in Baltimore The Building Formally..."
- ³⁰ Elizabeth M Oliver; F. Erik Brooks and Glenn L. Starks, *Historically Black Colleges and Universities*, (Santa Barbara: ABC-CLIO, LLC, 2011), 145.
- ³¹ "Transfer of a School: Mr. Gatch's Plan For Building Just Vacated By City College", *The Sun* (1837-1986); Jun 27, 1899; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 7; Elizabeth M Oliver
- ³² "To Combine Sschools: Colored High And Polytechnic To Be Consolidated", *The Sun* (1837-1986); May 9, 1901; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 12; Elizabeth M Oliver
- ³³ "School Board Asked For New High School", *Afro-American* (1893-1988); Apr 22, 1921; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 12; "School Board Will Request Inspection Of Douglass High: To Ask Osborne To Examine Building" *The Sun* (1837-1986); Jul 2, 1926; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 3; "New Million Dollar Douglass High School Accepted by School Board", *Afro-American* (1893-1988); Dec 20, 1924; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 3; Elaine Wyna, "The last graduation at "Old" Douglass", *Afro-American* (1893-1988); Jun 18, 1983; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 8
- ³⁴ "Forty-one Men are in High School Grid Squad", *Afro-American* (1893-1988); Oct 5, 1923; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 15
- ³⁵ "Development of Baltimore City School Architecture, 1920-1939." *Baltimore City School Architecture Context Papers*, (Maryland Historical Trust, 1990), 7, citing Strayer, 1921: 56; "Mrs. Hattie Hawkins in Recital Here", *Afro-American* (1893-1988); Dec 10, 1932; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 9
- ³⁶ Oral history interview with Douglass Alumni, Nov. 5, 2012.
- ³⁷ Richard Kluger, *Simple Justice: The History of Brown v. Board of Education and Black America* (New York: Vintage Books, 2004), 195; "Dunbar High School has 178 in 1938 June Graduating Class", *The Afro-American*, July 9, 1938, 24.
- ³⁸ Oral history interview with Douglass Alumni, Nov. 5, 2012.

- ³⁹ Robert Rhodes, Oral history interview with Douglass Alumni, Nov. 5, 2012; “Elmer Henderson Sent to P.S. 101, Mrs. Lee to 112: Tenth Grade Added ...”, *Afro-American (1893-1988)*; Jul 20, 1935; ProQuest Historical Newspapers: The Baltimore Afro-American (1893-1988), pg. 14
- ⁴⁰ Theresa Whitley, oral history interview with Douglass Alumni, Nov. 5, 2012.
- ⁴¹ “Negro Girls Ask to Enter Western High: Report To School Board Calls For Denial” *The Sun (1837-1986)*; Jun 21, 1953; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 36
- ⁴² “Negro Girls are Barred at Western: School Board Decides By 6-1 Vote Against Their” *The Sun (1837-1986)*; Jun 24, 1953; ProQuest Historical Newspapers: Baltimore Sun, The (1837-1986), pg. 38
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